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ABSTRACT

The 1969 annual evaluation Title I (Elementary and Secondary Education Act of 1965) State Migrant Program in Kansas is presented in this report. The program was in operation in 9 school districts for 6 weeks during the summer and consisted of 1,093 children from preschool to 6th grade. The children were between the ages of 2 and 14 with only 4 being over 14 years of age. The program's objectives were (1) to improve the child's performance in language usage and oral communication, (2) to improve the children's physical health, and (3) to give the child cultural enrichment experiences. The program is discussed in terms of its innovative and/or exemplary projects, the teacher-pupil ratio, and curriculum changes. A critique of the program by the parents, teachers, and administrators is presented. Other topics discussed in this report include the program's interrelationship with regular Title I programs, its coordination with other migrant training programs, inservice training of personnel and staff utilization, community involvement, supportive services, and attempts to integrate the program with the regular school program. (NQ)

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KANSAS ANNUAL EVALUATION REPORT

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State Programs for Migrant Children

1969

Kansas State Department of Education

Title I Elementary and Secondary Education Act of 1965, as amended

ED 066264

ERIC 006382

KANSAS

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Introduction

The State of Kansas received a federal grant of $396,489.00 authorized through Title I of the Elementary and Secondary Act of 1965 (Public Law 89-10 as amended by Public Law 89-750), to establish educational programs for children of migratory agricultural workers. The programs were administered and coordinated by the State Educational Agency acting as the sponsoring agency. As sponsoring agency, the State Educational Agency administered the program indirectly through nine local educational agencies designated as attendance centers. The local educational centers designated were within the public school systems of the following towns: Bonner Springs, Goodland, Holcomb, Lakin, Leoti, Piper, Sharon Springs, Sublette and Ulysses.

The State Educational Agency proposed a summer migrant student educational program to be established in the nine centers; seven were in the sugar belt area of western Kansas and two in the truck gardening area of eastern Kansas. The training session was a minimum of six weeks in duration and designed to achieve three goals as primary objectives: to help the migrant children overcome deficiencies in the English language, cultural experiences, physical education and health practices.

The allocation available to each center was based on their needs as per submitted budgets, estimated enrollments and instructional plans. Administration personnel in the designated centers were assigned the task of developing the curriculum, obtaining personnel, evaluating and general supervision of their program. The State Educational Agency assumed the duty of coordinating the programs between the respective operating centers.

Each training center administrator was asked to consider the "whole" picture of the migrant child and to evaluate as objectively as possible the outcome of the summer program.

This report represents the consummation of the nine individual reports from the attendance centers operating schools for migratory children constituting the State Educational Agency's evaluation of the program to the United States Department of Education.

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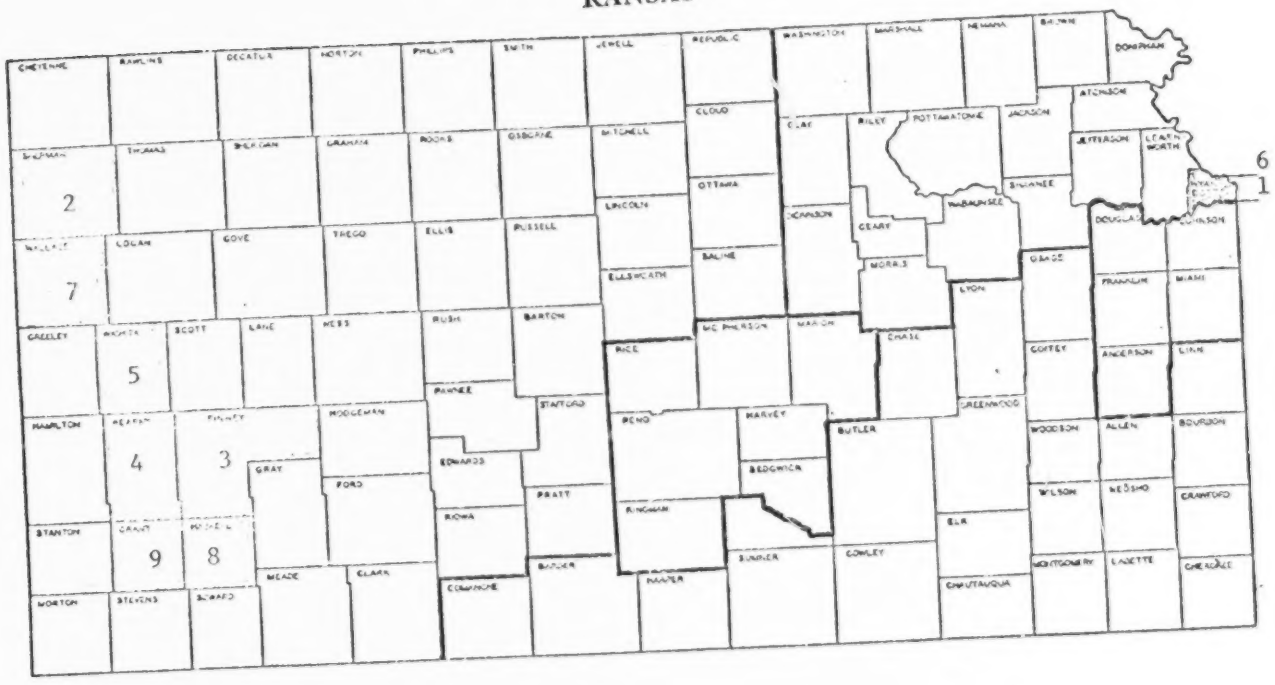
I. GEOGRAPHICAL LOCATION OF MIGRANT PROGRAMS:

Migrant agricultural workers are employed in the sugar beet fields of the western part of the state; those in the eastern section work for employers engaged in truck gardening.

KANSAS



1. Bonner Springs
2. Goodland
3. Holcomb
4. Lakin
5. Leoti
6. Piper
7. Sharon Springs
8. Sublette
9. Ulysses

II. Project Data

A. Number of local educational agencies conducting Title I programs for children from migrant agricultural workers — 9

B. Enrollment by grade level

Pre-school and Kindergarten	343
Grade 1	190
Grade 2	137
Grade 3	125
Grade 4	133
Grade 5	116
Grade 6	49
Total	1093

C. Number of participating as to age

Ages	Number of Children
under 1	0
2	28
3	103
4	126
5	120
6	127
7	109
8	107
9	118
10	90
11	65
12	51
13	39
14	6
Over 14	4

The number of children participating in the summer programs decrease steadily at the age of 10. At this age, other interests and duties begin to prevail over school attendance. However, there is evidence of improvement as forty-nine students over twelve years of age attended the 1969 summer sessions as compared to only twenty-four that took part in the 1968 programs.

D. Length of time students participated in the program

Approximate Length of Time							
Weeks							
Less Than One Week	1	2	3	4	5	6	More Than Six Weeks
87	52	77	88	88	106	506	89

The above data gives an opportunity to take a look at the mobility of the migrant children. The summer program was six weeks in duration at all attendance centers with the exception of one center that operated an extended period. Eighty-seven children attended less than one week; one hundred nine attended one week or less; three hundred five children attended three weeks or less. However, five hundred ninety-five completed the full summer session representing fifty-four percent of the total enrollment figure of one thousand ninety-three.

III. Innovative and/or Exemplary Projects

A. Methods and Activities

The educational program for migrant children proposed by the State Department of Education stressed three goals or objectives. The objectives set for these projects were:

1. To improve the child's performance in the use of language and oral communication
2. To improve the physical health of the children
3. To attempt to give the child cultural enrichment experiences

Each center planned and executed their porgram in the manner thought best to achieve the above objectives. Several methods and activities seemed to produce excellent results and deserve mentioning. In the area of language arts, oral communication was the basis for almost all activities and was termed most successful by the classroom teachers. It was found that the personal experiences of the migrant child are quite limited and with oral activities the child's viewpoint of the world in which he lives can be broadened. The concept of discussing and talking out all areas of endeavor in school kept the "tortilla curtain" raised.

Field Trips

A very successful method of achieving oral expression and oral communication was to take the migrant children on field trips. The language experience approach was used successfully in all grade levels. The teachers would make adequate preparation before the trips and then have a "follow-up" with class discussions and assignments. Often, during the trips, considerable conversation would take place between the children and total strangers.

Experiences of this nature aroused interest with both parties and the children developed a feeling of being accepted.

Photo Panel

A photo panel proved to be a valuable project. Pictures were taken unexpectedly during school activities. A surprise shot was necessary because, otherwise, the children would all try to crowd themselves in front of the camera to make sure they would be in the picture. This photo panel was placed in the hall where everyone could see the pictures. Children would stop and look at the panel everytime they walked down the hall. They seemed to want to be reassured that their picture was still on display. Several times children would stop adults and take them to the panel and proudly say "Look, this is me." This project created endless conversation among the students and with their teachers, thus making use of oral language. In addition, it gave the younger children an insight picture of what the older children were doing. Visitors and other interested parties were also shown some of the activities of the summer program.

Vocational

Two new projects judged successful by one attendance center for children 10 to 12 years of age were arts and crafts for boys and an informal homemaking class for girls. The boys made footwear, belts, jewelry boxes and plate engravings. The girls did sewing, clothing care, and studied food preparation. These areas were selected because it was felt the boys needed experience in manual dexterity activities that were practical and provided a measure of accomplishment. The girls were introduced to the basic phases of home management. Cultural background and education help determine how a family spends its food dollar. To teach this area one has to recognize and accept differences between his own values and those of the children's families. It may not be enough for a family to have more money; they may need help in learning how to spend it wisely.

Catch-Up

One attendance center had a problem with older students who could not function anywhere near their age group. These students were relocated in a section by themselves rather than being placed in a group of much younger children. The instructor actually began in pre-primer work and attempted to give them a background in the basic elements of school work. The students began trying in earnest to establish themselves in the daily routine. They relaxed and exhibited a real desire to learn what they had missed over the years, thus proving the venture to be highly successful.

Practical Lesson

One teacher used the automobile as a project to get the older children to communicate. Field trips to a garage, service station, used car lot, and a vocational technical school were employed. These field trips and other class activities stimulated the children to write stories, build vocabulary lists, and work mathematical problems involving such things as miles per gallon, miles per hour, etc. In writing and reading their stories; spelling, sentence structure, sentence organization, capitalization, and oral pronunciations were stressed.

Grooming

One of the Spanish ladies working in the nursery of an attendance center possessed a beautician's license. Sessions on proper hair grooming, manicuring and good tips on grooming in general were presented. This project was accepted very well and had a visual influence on the group. A swimming program was emphasized strongly with proper grooming and health habits. Showers and shampoos were taken before each swim and many of the children enjoyed the showers as much as they did the swim.

Diet and Nutrition

To find out what effects a well-balanced diet would have, the health class carried a height and weight project. Forty-five children from ages seven through thirteen were measured and weighed the second day of school. Thirty-five of the original forty-five were measured again at the middle of the sixth week. Out of the thirty-five children, twenty-four had gained from one to four pounds of weight. Eleven children were found to have lost from one to three pounds or had neither gained or lost weight. A few children had grown from one-fourth to one-half inch in height, while most of them had shown no gain. The first weight and measurement tabulation motivated the childrens' interest in health and also in eating a well-balanced meal. When the children were measured and weighed at the end of the project, they were eager to find out "how bigger" they were. At this time these children found out what proper nutrition can do for them. This project was of interest to all - children, parents, teachers - and was successful since significant results were derived and tabulated.

Tape Recorders

Tape recorders were used with good results in stressing oral communication. One teacher said, "I am pleased with the results of using the tape recorder. At first the pupils were very shy. Some would speak out clearly, then others would be challenged to do the same. At the end of the session every child was enjoying and looking forward to hearing their voices as they were played back during a class session." At the beginning, a child might only mumble an answer directed to him or her. After stressing that answers must be clear, interesting sentences, in most cases the children soon realized that the more they would say, the more they would hear their own voices.

Physical Competition

A physical education project within a project was a competitive type program during the fourth week. Many contests of running games, track events, shuffle runs, one-legged runs, etc. were conducted; and 1st, 2nd, and 3rd place ribbons were awarded. For the older group it was real successful because it kept quite a few in school. It also made the pupils more aware of their talents and improved their physical fitness.

Art

Spanish-American children seem to be extremely creative and interested in art. The daily schedule at one attendance center included a visit to each classroom by an extremely able art instructor, during which time she would initiate and develop art projects with the students. The best classroom procedure seemed to be to demonstrate a finished model, explain each of the steps in completing such a project, elicit ideas from the class and then provide materials and instruction on an individual basis. The achievement and skills of all the youngsters seemed to increase a great deal during these sessions. The success enjoyed in the various art projects improved the self-concept of the students. The students were particularly interested in those projects which gave them a chance to take something useful home. They also looked forward to bringing art projects to the cafeteria where all the classes could see them. This proved to be a source of pride to the youngsters and was an interesting way to decorate the eating area. When the parents visited the cafeteria, they could scarcely hold back their enthusiasm when they saw their children's fingerpainting, murals, stichery, etc.

Parent Night

"Parent Night" was a project which proved to be very successful in all attendance centers; successful because parents and people of the community attended with considerable interest. On this night the children participated in short programs consisting of play acting, musical numbers, and stunts. After the program, the rooms were opened so that parents could visit the rooms in which their children were and look at some of the work produced by them. This project afforded the opportunity of acquainting the parents and community people with the summer program and the importance of education for their children.

B. Human Interest Notes

Perhaps the appreciation of the summer migrant program by the participants can be illustrated by the following experiences. On one occasion a family of four children appeared exceedingly sleepy while participating in school. On checking with the oldest child, the teacher found out that the family had arisen at 4:15 a.m. so that they would not miss the bus which was scheduled to leave at 7:00 a.m.

It was always thrilling to the teachers when they could guide the parents through the building on a tour which included large displays of art work which the children had done. The art always appeared routine to the parents; and they acknowledged it only politely until they saw their children's names attached to it. "How creative!" How artistic!" How a childs' mind must work!" were some of the exuberant comments.

Unexpected experiences were constantly proving to be a source of delight to children. For instance, on a recent field trip while visiting the twelfth largest post office in the United States, the children were most thrilled, not with the awesome flow of mail, but rather the jolt of the elevator ride which most of them had never experienced.

A nurse relates, "I was able to visit with approximately 75% of the parents whose children attend our school. All expressed their thanks and appreciation of the program. Invariably they said 'on the days when there was school I never had any trouble getting them up---even if they did have to get up at 6:30 to be ready.'"

On the day when the children went for a train ride and had to get up an hour earlier, several parents related, "all I had to do was to say that this was the day of the train ride and they were up like a shot."

Another mother stated that she overslept one morning and the bus came before her two children were dressed. "You'll just have to miss today," she told them. They immediately started crying loudly. Fortunately the family car was home. She bundled the two into the car and literally chased the bus to the next stop so they would not miss school.

Some children were fascinated by the running water in the drinking fountains and wash basins. They would stand for long periods just running water and looking at it until they were reminded to either get a drink or to finish washing their hands.

It was found that some children were not familiar with some of the "necessities" of life. Several children did not know what to do with the toilet paper after they had used it. They carefully put it in the wastebasket or tucked it behind the toilet stool on the floor.

Two of the boys in Miss _____'s second grade were chewing big wads of gum. "Where did you get the gum?" asked the teacher. "Under the table!" said the boys.

These children have never been exposed to school discipline for any length of time. If a student gets bored in the middle of a class session, he simply gets up and does something he wants to do.

In some respects it is refreshing to see that these children have not been put into the mold of the middle class, "hurry up and wait" society. When they become tired or sleepy, they simply go to sleep. One might as well let him sleep because the student will not listen or try until this need is fulfilled.

While at the doctor's office waiting to get a TB skin test, one frightened little girl asked the teacher what the doctor was going to do. The teacher replied, "they are going to take a skin test to see if you have TB." The frightened little girl quickly assured the teacher that she didn't watch TV because they did not have one at home.

IV. Children Served

A. The estimated number of migrant children to be served as per application was 1,243. Actual number of migrant children enrolled in all attendance centers was 1,093. The attendance centers in the south half and those in the eastern part of the state reveal less children in attendance than the estimated figure. Each year, more and more Spanish-American families are establishing permanent homes in these areas and can no longer be identified as migratory workers. However, in the northern section of the state, due to the new sugar plant at Goodland, the enrollments increased considerably. More farmers are contracting with the sugar plant to raise beets each year. This area is going to expand to the extent that it is entirely possible the estimated figure will be too small next year.

B. There were one thousand ninety-three children of migratory agricultural workers attending school in Kansas during the summer of 1969.

C. Migrant Children Identification: Kansas uses the definition of a migrant child as defined by the United States Office of Education.

"A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

V. Grade Placement

Migrant children are evaluated for grade placement by a combination of tests, age, and opinions of teachers, aides and principal. Age is the predominate factor in determining the grade level if any one factor is to be singled out. Possibly, no two attendance centers use the same evaluative procedure. But the most successful method expressed by everyone concerned is to consider age span supplemented with individual instruction.

VI. Teacher - Pupil Ratio

A. The teacher-pupil ratio in all attendance centers combined was 1 to 12.14. The teacher-pupil ratio range for all attendance centers was from a low of 1 to 7.7 to a high of 1 to 24. Six of the nine attendance centers had a teacher-pupil ratio below the average of 12.14.

B. The curriculum was designed to fit the needs of the children and not to fit the children to the curriculum. Flexibility was the key word, because it was felt that the children would do better in whatever they were doing than if it were a "rigid type" of instruction. Individual instruction was given letting the student advance at his speed and capability and not to that of his class. Aides played a necessary and useful part in the program. They would relieve the teacher of menial duties, observe students

during study sessions and work periods, thus giving the teachers more instructional time with students.

VII. Inter - Relationship with the Regular Title I Program

A. Examples

The following regular Title I programs have been utilized to supplement the migrant program.

1. Remedial Mathematics
2. Remedial Reading
3. Health Services
4. Library Services
5. Teacher Aides
6. Food Services

These services provided during the regular term and item 1, 2, 3, 5, and 6 during the summer session have been a strong supporting factor for the migrant session. A few migrant children have attended remedial classes in reading and arithmetic provided by the Title I low income summer school. It was felt they would receive more individual attention in specific areas of weakness in these subjects and also provide an integrated situation for them.

Many attendance centers have utilized some of the same personnel, facilities and equipment in both the regular Title I program and the migrant program. There was the joint use of people such as speech therapists, guidance counselors, music, library, nurses, and playground personnel provided to the school by the Title I programs. Personnel from the Title I program and the migrant program attended multiple funded in-service training workshops designed for their professional growth and personal interest. They also attended joint faculty meetings during the duration of the summer session sharing teaching aids, materials, and ideas.

Attendance centers in the sugar beet area are confronted with the problem of having migrant children coming into the community before the regular school term closes and staying in the community after the fall term begins. Also, more and more migrant agricultural workers are finding work available and are staying in the community the year around. Title I funds, supplemented by migrant funds, have been used to hire teacher aides, furnish facilities and equipment for short durations as well as the provision of free lunches during this time.

B. The Director of Title I is the coordinator of the training involving the children of migratory agricultural workers. He attended the meetings and workshops sponsored by the Texas migrant educators at McAllen, Texas, along with one representative from each of the Kansas attendance centers. The director also visited each attendance center and observed the programs in operation.

The director and evaluation consultant attended a meeting of all states in Washington, D. C., sponsored by the U. S. Office of Education migrant section.

Several of the attendance centers employed personnel experienced in the migrant schools in Texas to come to Kansas and coordinate the migrant programs in their respective communities.

Fort Hays State College conducted the first workshop to be held in Kansas designed to train instructors to teach children attending the summer sessions for migrant children.

VIII. Coordination With Other Programs

A. Cooperating Programs

Federal, state, and local agencies are cooperating to provide comprehensive services to migrant families.

County health organizations, in cooperation with the Kansas State Health Department, conducted a very extensive health program for the migrant children. The health services and examinations included:

1. Physical Examinations
2. Tuberculin Skin Tests
3. Audio - Screening Test
4. Vision Screening Test
5. Dental Examination

Health services provided for migrant children are very extensive because they seldom receive medical attention other than through the migrant school program.

The local county welfare office gave assistance to some families that were in need of additional help.

One community had a local "Budget Shop" operated by local churches where migrant families could purchase donated household items and clothing for a nominal price.

Free medical care through the program was provided by local doctors for all children in school needing attention during the course of the six-week summer school session.

Health films provided by the health department for the health classes were very beneficial and informative. The health department also provided soap and tooth brushes for all students in school.

B. Coordination Between these Programs

The director and/or coordinator of the local migrant training program has always been contacted before other programs have been implemented. Complete cooperation between the program coordinator and the service director exists to produce a successful program.

The additional programs in nearly every instance were conducted in the same building where the migrant program operated. All efforts focused on establishing the most comprehensive program of services to the migrant families, while avoiding duplication of services by the participating agencies.

C. Pre - School Services

The OEO agency and the ministerial alliance cooperate with day care centers for the migrant pre-schoolers in the same school building. The OEO supplied help in the kitchen supplying meals for the migrant children.

D. Gaps

One gap in the services for migrant children should come to a close. The interstate transfer of academic and health records should lend an invaluable aid to the home base states as well as the receiving states.

The teenage drop-out is a noticeable problem that has not been resolved. Money is more important than education to the youth at this age as well as to the parent. Extensive effort is being made to provide more educational advantages for this age group. Vocational courses are one of the efforts being expanded to provide this special interest. A work-study program where boys and girls can earn some money while learning would have possibilities.

Services to migrant children and families seems to be fairly adequate, but they will not take advantage of that which is offered. There is a need for some method to inform the parents what is available and to propel them to take advantage.

There is an increasingly evident need for a special education instructor to serve those students who are extremely far behind their age group. As an example, one attendance center had eight students for the summer session who were from 12 to 14 years of age and could not function at the first grade level. The problem was evident, and the students were separated and an instructor was assigned to work with them; special training in this field would be most helpful.

There seems to be a gap in the provisions for pre-school children in migrant families. Day care and headstart are represented in some attendance centers; but, on the whole, many children of this age group do not have training available and are left at home keeping some older child out of school to watch over them. Many children suffer from health and nutritional handicaps as well as inadequate childhood educational experiences.

A major gap for the whole migrant family exists in the ability to find suitable housing. Housing seems to be a problem due to the large size of the families; also, many landlords will not rent suitable housing to migrant workers. A referral agency to give assistance may be an invaluable solution to improve this gap.

IX. In-service Training

A. Types of Staff Training

A representative from each attendance center attended the workshop in McAllen, Texas, last october. The information gained from this meeting was conveyed to the teaching staff of each attendance center either immediately upon his or her return or, in some instances, during the planning period for the summer session.

A two-hour credit workshop for instructors of children of migratory agricultural workers was offered by Fort Hays State College in April and May under provisions of Title I Section, State Department of Education. Dr. Edith Dobbs, Associate Professor of Education, directed the workshop. (See Appendix)

A two-day workshop for teachers of migrant children was held at Piper High School on Friday and Saturday, April 4 and 5. Consultants experienced in the Texas project for the education of migrant children conducted the workshop. (See Appendix)

Regular staff meetings were conducted at each attendance center. Several of the centers employed Spanish-American personnel, experienced in the Texas program for the education of migrant children, to coordinate and direct their migrant summer sessions.

B. Interstate Involvement

At the two-hour credit workshop held on the Fort Hays State College campus, several "outside" consultants were brought in to speak to the class. Visiting consultants were:

Henry A. Parker, Title I Director,
State Department of Education, Kansas

Dr. Roy McCanne, Former Director of
Migrant Education for Colorado

Vidal Rivera, Chief Migrant Programs Section,
U. S. Office of Education, Washington D. C.

H. R. Dooley, Director, Education Service Center
Servicing Schools enrolling Migrant Children, Edinburg, Texas

The two-day workshop held at Piper, Kansas, for the teachers of migrant children was conducted by representatives from Texas schools who were experienced in teaching migrant children. They were:

Mr. and Mrs. Pete Valdez, Kingsville, Texas

Mrs. Hazel Brazil, Eagle Pass, Texas

C. In-service Training Program

The workshop on the Fort Hays State College campus directed by Dr. Edith Dobbs was designed to explore curriculum materials, techniques and methods of teaching migrant children. Key emphasis was placed on vocabulary development and communication skills. All information was geared to help the teachers achieve the three goals set for the education of migrant children during the summer sessions. The goals were to help the migrant children overcome dificiencies in three areas: the English language, cultural experience, and physical education including health practices.

The workshop at Piper was designed to aid the teaching staff to understand the background of the migrant child and give suggestions for the development of curriculum in teaching oral communication, health and physical education. A guide for migrant education was presented and discussed, thus enabling the teaching staff to accomplish unity in education of the migrant child.

D. Demonstrating Curriculum Materials

One of the sessions of the workshop conducted on the Fort Hays State College campus took on a practical atmosphere in the teaching of migrant children. Twenty-five Mexican-American elementary students from Dodge City acted as guinea pigs for the teachers in the workshop. The students, from kindergarten through fourth grade classes, were not children of migrant parents, but were all residents of Dodge City regularly enrolled in the Miller Elementary School. The students played the part of migratory children for the workshop instructors teaching skills used in educating such youth. Full-time teachers of the Miller Elementary School conducted demonstrations in the teaching of art, music, dance, physical fitness and reading to children of Mexican-American descent.

E. Interstate Exchange Teacher

A representative from Texas Educational Agency, Mrs. Mary Senter, Uvalde, Texas, was assigned to Kansas to act as program coordinator for training of migrant children. This was the third consecutive year Kansas has benefited from the cooperation of the Texas Educational Agency in this adventure. Mrs. Mary Senter spent two months in Kansas visiting the attendance centers involved in the training of migrant children observing, advising, demonstrating and answering questions, individually and in faculty groups, concerning the improvement of migrant education and correlation of the Texas and Kansas program. Words cannot express the true value of this representative from Texas to the teachers in the Kansas migratory training program. The suggestions of teaching materials and demonstrations of effective teaching techniques and procedures were invaluable assets to the Kansas program.

X. Non-Public School Participation

There were no non-public school children participating in the Kansas program for migrant children.

XI. Dissemination

A. Interstate

Copies of the Kansas State Evaluation Report to other state educational agencies in

A phamplet entitled "A Special Report on 1968 Title I Programs" included the migrant program and was distributed throughout the United States to all state educational agencies.

The state educational agency director attended the workshop for teachers and supervisors of migrant programs in McAllen, Texas. One representative from each of the nine attendance centers in Kansas attended the same meeting.

The Texas Educational Agency sent a teacher to Kansas for the third consecutive year to work with teachers in our migrant training program.

Personnel from outside of Kansas acted as consultants in workshops for teachers of migratory children. They were:

Vidal Rivera, U.S.O.E., Washington, D. C.
Dr. Roy McCanne, Colorado
H. R. Dooley, Texas
Mr. and Mrs. Pete Valdez, Texas
Mrs. Hazel Brazil, Texas

The state educational agency director and the evaluation consultant attended a Title I, ESEA, migrant coordinators meeting in Washington D. C.

Region VI, consisting of North Dakota, South Dakota, Minnesota, Nebraska, Iowa, Missouri, and Kansas, have semi-annual meetings. All Title I, ESEA, programs are discussed at these meetings. Vidal Rivera, U.S.O.E., Washington, D. C., was on the program at our last meeting in Des Moines, Iowa.

Feature stories and pictures appeared in the Kansas City Star, a Missouri newspaper.

KCMO, TV 9, "News Probe" did a report on the living conditions of the migrant population which ran for two nights.

Correspondence and telephone calls exchanging ideas with neighboring state educational agencies have proven very valuable.

State evaluation reports, phamplets and other information have been received by the state from other state educational agencies.

B. Intrastate

Fort Hays State College sponsors a two-hour credit workshop for teaching in migrant schools.

A workshop for teachers in migrant schools was held at Piper, Kansas, where methods and techniques of teaching were discussed, and consultants from the Texas migrant educational program conducted the agendum.

The administrative staff of the program in one of the attendance centers was constantly in touch with two major newspapers. Both newspapers featured stories on the program throughout the summer.

A highly successful project involved the placing of a very attractive bulletin board in the workshed where the parents were working. Colored polaroid pictures cleary depicted the many activities which the children were involved in throughout the summer. The parents responded enthusiastically to pictures of their children.

Another attendance center reports the following dissemination techniques were used successfully.

1. Letter of information sent home to parents of Mexican-American children attending school
2. Liaison person made personal contacts with all parents in the community informing them of the nature and importance of the migrant program
3. Discussion sessions held with the children to inform them of the programs
4. Newspaper--full page article on the migrant program
5. Radio
6. Speaking to local organizations
7. Teacher evaluation sheet on the program to gain ideas for future programs as well as to evaluate the success of the present program

A copy of the state evaluation report was given to all attendance centers participating in the training of migrant children.

The staff received information regarding the migrant program from the local level by means of regular staff meetings, a printed bulletin, and special notes of importance that were distributed in printed form.

The State Department of Education includes news and announcements concerning migrant education in their regular monthly newsletter which is sent to all local educational agencies and other interested personnel.

In general, more parental conferences have been on a voluntary basis during the summer of 1969 than in previous years. They are becoming more interested in the future of their children.

Music and art programs were developed and presented to the parents and the public. The attendance was encouraging and many favorable comments from community personnel were extended.

In addition, the state educational agency and the local educational agencies cooperate with the Kansas State Department of Health, the OEO agencies, the ministerial alliance, and various local organizations in planning and implementing the program for migratory children.

In summary, information concerning the migrant schools were disseminated by:

1. Newspapers
2. Radio and television announcements
3. Visits to migrant homes by bilingual attendance personnel
4. Information to migrant health services for southwest Kansas
5. Information to county health nurse
6. Bilingual speaker to service clubs
7. Regular weekly bulletins
8. Family night programs
9. Newsletter to parents of migrant children
10. The children themselves

XII. Community Involvement

A. Migrant Parents Participating

Migrant parents participated in the Kansas program for the education of their children in varied capacities such as: aides, home visitation representatives, day care workers, and advisory committee members.

B. Activities Involved

The degree of involvement on the part of the parents continues to improve each year. As they become better acquainted with the aims and objectives of the program, parents are now quite responsive in making an effort to see that their children attend school regularly and on time. The attendance rate has increased quite noticeably over the past years.

One attendance center reports a mother and two high school age migrant girls are working with the pre-school children.

Another attendance center reports that six Mexican-American women and girls were employed as aides. One mother served as home visitation representative, and one mother helped with announcing in Spanish on the night of the first community program.

The above statements are typical examples of parent involvement taking place in practically all attendance centers. Program coordinators have made an "all out" effort to inform, include, and involve the parents and community members in the education of the migrant children. It is the consensus that much of the progress that has been made in migrant programs has been the result of parental involvement with the children. The programs are gaining the confidence of the parents who are taking a positive interest in their children's education.

C. Parents Participation in Planning

The attendance centers for the training of migrant children have advisory committees made up of parents from the migrant community, which are helpful in ascertaining needs and determining results of the projects incorporated in the programs.

D. Volunteers

Service clubs and various organizations contribute to the success of the migrant training programs. Transportation is often furnished to take migrant children on field trips. Industry, businesses, and farmers all extend a welcome to the children to visit their established enterprises. Church organizations contribute much needed clothing to children and families when the need exists. Efforts to improve the housing situation has been a joint effort in many communities. The above are only a few of the many services extended by the people of a community. The sentiment toward the migrant family is rapidly changing, quite a contrast to yesterday when the only thing welcome was the dollar they left in the community.

XIII. Program Effectiveness

The state educational agency is not aware of migrant programs that were conducted and met with little or no success. Programs of this nature have not been reported to, nor observed by state coordinators. Conversing with the coordinators in the attendance centers, it was concluded that programs of this nature were soon revealed and then eliminated.

XIV. Special Areas

A. Vocational and Handicapped Areas

There were no programs in the Kansas migrant training centers in the vocational and handicapped areas except the following which only slightly resemble.

Vocational--An arts and crafts class for boys 10 to 12 years of age where they made footwear, belts, jewelry boxes,and plate engravings. These areas were selected as it was felt the boys needed experience in manual dexterity activities that were practical and provided a measure of accomplishment.

An informal homemaking class for girls 10 to 12 years of age where they did sewing, clothing care, and food preparations as basic phases of home management.

Educationally handicapped--Older students who could not function anywhere near their own age group were placed in a section by themselves rather than being placed in a group of much younger children. The instructor actually began in pre-primer work and attempted to give them a background in the basic elements of school work.

B. Yes, the programs described above were new additions in the training of migrant children during the summer session.

C. The programs described in section A were supplemental to existing programs in specific attendance centers.

XV. Construction-Equipment

There was no money specified in the application for construction purposes; there was slightly over two thousand dollars per attendance center specified for equipment. The amount of money was not large enough to add materially toward the accomplishment of the program objectives. However, the funds expended did satisfy desired needs and added to the improvement of instruction for the migratory children.

XVI. Supportive Services

The uniform migrant student transfer form was completed for each student attending the Kansas summer sessions to insure proper follow-up services. The specified portion of the form was given to each student with instructions to present it to the officials of the next school entered.

XVII. Program Integration

Attempts to integrate the migrant training program with the regular school program varied in the different attendance centers. Physical education programs of the two schools were combined in some centers. This arrangement worked satisfactorily and probably helped develop better understanding on the part of both groups of children.

Seven migrant children attended remedial classes in reading and arithmetic provided by the Title I school. It was felt they would receive more individual attention in specific areas of weakness in these subjects and also provide an integrated situation for them to work.

Local residents attending school during the regular year were permitted to participate in the training session for migrant children. This arrangement gave the transient child an opportunity to associate with the English-speaking Mexican-American child from the local area.

In every attendance center, the migrant training sessions were conducted in the public school buildings and were permitted to use public school equipment and facilities.

XVIII. Staff Utilization

A. Teachers	
Total employed	83
Source	
Local	75
Other Kansas schools	5
Other states	3
Number bilingual	29
B. Aides	
Total	94
Source	
Migrant	
Older children	6
Parents	2
High school students	
Mexican-American	28
Anglo	2
College students	
Mexican-American	16
Anglo	27
Community patron	5
Other	
Texas	6
Teacher	2

Aides--There was at least one bilingual aide placed in each class In addition, aides were assigned to help the nurses and to work w pre-school children. Of a total of ninety-four aides, six were s from the migrant families, twenty-eight high school students and teen college were Mexican-American. The majority of the Anglo-Am college students were capable of speaking Spanish.

Adults--The adults were employed to work in food preparation in t school kitchen. They were also assigned to the day care section children below kindergarten age; also secretaries, janitors, and drivers were used in each attendance center.

Volunteers were used in the training program as the need arose, their qualifications sufficed.

Professional personnel consisted of qualified teachers, program dinators and nurses.

paper with polymer medium. When it was dry, the entire design was cut from the wax paper and mounted on white drawing paper. The young children's sense of abstract design and color was excellent. They learned to hold brushes for the polymer, as well as washing them; also, they learned to cut with scissors. Sub grade class 1 made rock animals. They cut colored felt into animal features and glued them on bodies of shaped rocks to variations of animals. They learned to create from their surroundings, and expressed themselves in a sculptural way. Grade 1 used milk carton sculptures as a project. They glued milk cartons and egg carton pieces together to create imaginery animals. The animals were then sprayed with enamel and decorated with tempra paint. In grade 2, pins were made by the copper enameling process. The children were quite interested in operating the kiln and learning the procedure. Grades 3 and 4 wrapped yarn around sticks designing multicolored mobiles to hang from the ceiling. Grades 5 and 6 made kites by applying polymer over tissue on waxed paper. The kites were then decorated and allowed to dry. Kite shapes were cut and attached to sticks. The addition of string completed the kites. Most of the teaching was through individual help with a general explanation and demonstration before the students began working.

Individualized instruction played a major role in all the classrooms. The students would be assigned a project and then be given time to work on it independently. The teacher and aide would then help the youngsters on an individual basis. Considerable trust and rapport was established in this manner, and it laid a foundation for the group activities in which the teacher would try to involve the children.

Bilingual aides in nearly every classroom contributed significantly to the success of the program. They would often be able to reach an uncommunicative youngster by using Spanish which would open the door for the regular classroom teacher.

More and more parents are becoming involved in the migrant training school activities. Home visitors contacted parents and students. Parents attend "Parent Night" in addition to regular school days. Results -- more parents and students participate in school activities. Children attending school and liking school who possibly would not have been in school at all if it had not been for parent participation.

XX. Program Critique

The general attitude of the parents, teachers, and administrators would indicate that a change has taken place during the past several years regarding the value of the migrant summer program. The fact that it is easier to solicit the cooperation of the parents of migrant children regarding the total school program is evident. They make a sincere effort to expose their children to the program, whereas, before there were many suspicious and self-imposed obstacles.

The parent is more concerned with regular attendance than previous records indicate. They are aware that some behavior traits are not

page so missing

acceptable and they cannot overlook them as in the past if the child is to function normally. They are becoming conscious of the skills achieved and feel a sense of pride in their children. One father with broken English stated with beaming eyes and a smile, "My Ricardo, he just like other kids now." Ricardo had made considerable progress during the summer session but is still behind his normal age group. The father was informed that this is just the beginning and encouraged him to continue his efforts to see that the boy is afforded the opportunity to develop to his capacity.

It is this type of comment from parents that makes the total program worthwhile. The improved attitude in parental concern for their children will go far in providing these children with the necessary tools to be productive citizens. Conferences with parents and invitations for them to visit the school have given them a sense of importance and responsibility. They seem willing to be unemployed in the area for a small amount of time so their children may finish school.

The number of community members in opposition to the program has decreased each year. Through a lack of support in their cause, no active individual or group is now speaking out against the program or its accomplishment. Prejudices still exist in some communities, but it is dying due to lack of support, and the numbers are dwindling.

The teacher progress records at the completion of the program indicated positive success in achievement in all areas and subject matter. However, attendance in the program was found to be directly related to the amount of achievement gained. Children attending the program regularly for the most part made a noticeable amount of progress in achievement. Teachers in the migrant program agreed there was improvement in self-concept. They also felt there had been a marked change in class attitude toward the positive. An eagerness to attend attitude which increased as the program progressed presented an excellent situation for good learning. General consensus indicate the program this year was even more successful than it was in previous years. Most of the staff have worked for three years in this program, and this year they often remarked how smoothly things were going and how the students attendance and attitude had improved; that the children were cleaner in body and dress, better behaved, and were on a higher educational level. If this is true, migrant programs are now showing the results of past programs. Somewhere, someone is doing a good job of making these people aware of the importance of education.

The following subjective estimates of the value of the program are based on the observations and study of the aides, teachers and administrators.

(1) The children learned to follow directions more readily and learned to verbalize their needs in socially acceptable forms; they listened better and were more attentive.

2. Participated more meaningfully in group activities. Displaying greater respect for the rights of others.

3. Diminished feelings of Mexican-American inferiority which the children may have held in their relationship with Anglo-Americans.

4. Personal hygiene of the children improved; how to wash hands, shower, comb hair, brush teeth, use of urinals, soap, towels, etc.

5. Developed greater individuality. Children who had clung together during the regular school year grew more self-reliant.

6. Became more cooperative in their efforts to please their teachers and peers.

7. Expanded their interest range and attention span.

8. Developed a greater cultural awareness and orientation.

9. Improved the child's opinion of school. A general enthusiasm for the program developed, replacing the shyness and hesitancy which was first apparent.

10. Familiarized the children with many concepts and objects with which they were previously unfamiliar: color, shapes, parts of body, table utensils, animals, film projector, slide projector, film screen, elevator, train, air-conditioners, etc.

11. Field trips acquainting the students with the unfamiliar.

12. Improved the children's language skills; vocabulary, comprehension and speech.

13. Improved the children's willingness to "try something" rather than hiding behind the "tortilla curtain."

14. Acquainted the children with American games and songs as well as those of their own culture.

15. Developed a respect for the children's own heritage by familiarizing them with Mexican films, stories, and art projects.

16. Gave the children an insight into an industrial society and the assembly line techniques.

17. Developed geographic orientation through field trips, films and classroom activities.

18. Art and music aided the youngsters in developing their own creative instincts.

No negative results were uncovered during the program. According to reports, it seemed to function entirely on a positive and affirmative note. The teachers seemed confident that the children who engaged in the program enhanced their opportunity to avail themselves to the opportunities made available to them.

APPENDIX

PIPER HIGH SCHOOL
4400 No. 107th
Kansas City, Kansas 66109

WORKSHOP SCHEDULE
FOR TEACHERS OF MIGRANT STUDENTS

FRIDAY, APRIL 4, 1969

8:45-9:15	Welcome ----------	Mr. John Mills
	Plan-Objectives of the Workshop	--Mr. Ernie Hill
	Introductions ----------	Mr. John Mills
	Preliminary Information on Current Migrant Education	--Mr. John Mills
9:15- 10:00	Background of Migrant Education	Mrs. Hazel Brazil Mr. Pete Valdez
10:00 -10:15	Break	
10:15 - 10:45	Teaching the Culturally Disadvantaged	Mrs. Hazel Brazil
10:45 - 11:45	Health, Physical Education (Primary) Group Participation Exercises Games Relays Rythmic Activities	Mr. Pete Valdez Mrs. Pete Valdez
11:45 - 1:00	Lunch	
1:00 - 2:00	Reading, The Teaching of, (Primary & Elementary)	Mrs. Hazel Brazil Mrs. Pete Valdez
2:00 - 2:15	Break	
2:15 - 2:45	Health, Health Services	Mr. Pete Valdez Mrs. Pete Valdez Mrs. Hazel Brazil
2:45 - 3:00	Conference Period Questions and Answers	Workshop Staff

WORKSHOP Contd.

SATURDAY, APRIL 5, 1969

8:45-9:30	The Use of Aides	Mr. Pete Valdez Mrs. Hazel Brazil Mrs. Pete Valdez
9:30-10:00	Self-Concept of Disadvantaged Child-Mathematics	Mrs. Hazel Brazil Mrs. Pete Valdez
10:00-10:15	Break	
10:15-11:15	Health, Physical Education (Elementary) Group Participation Exercises Games Relays Rythmic Activities	Mr. Pete Valdez Mrs. Pete Valdez
11:15-11:45	Supervisory Personnel	Mr. Pete Valdez Mrs. Hazel Brazil
11:45-1:00	Lunch	
1:00-2:00	A Guide for Migrant Education Language Arts Social Studies Science Mathematics Health Physical Education Safety Field Trips Music Arts and Crafts	Mrs. Hazel Brazil Mr. Pete Valdez Mrs. Pete Valdez Mr. John Mills Mr. Ernie Hill
2:00-3:00	Conference Period Questions and Answers	Workshop Staff

CERTIFICATE OF ATTENDANCE

THIS IS TO CERTIFY THAT _____ ATTENDED THE SHARON SPRINGS

SUMMER MIGRANT SCHOOL FOR SIX WEEKS AND WAS NEVER TARDY OR ABSENT.

_____

SUPERINTENDENT

_____

DIRECTOR SUMMER PROGRAM

_____

ASSISTANT DIRECTOR

STATES AND CITIES
REPRESENTED IN MIGRANT PROGRAM
AT SHARON SPRINGS